**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: First Grade** | | | **Date(s)**: |
| **Unit Title: Unit 1 – *The Piedmont Candy Company*** | | | | **Corresponding Unit Task: Task 1** | | |
| **Essential Question(s):**   * How can I recognize numbers to 120 fluently? * How can I count fluently to 120? * How can I explain how I modeled numbers to 120? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * Large 100s board posted * 100s board transparency * Calendar * Number line/sticky notes for day of the school year * Sticky note for missing number activity * Baggie of numbers | | **Student:**   * White boards * Dry erase markers * Old socks/erasers for white boards * 20 Goldfish crackers/student * 1 blue plastic plate/student * 1 die * 10 grids * 100s board puzzles * Vis-à-vis markers * Numeral/number word pages to cut * Math journal * Glue | | | * digit * counting on * one-digit number * two-digit number | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **1.NBT.1** | | | | | |
| **I Can Statement(s):**   * I can read and write numbers up to 100. * I can read numbers to 120. * I can write numbers to 120. * I can count to 120, starting at any number less than 120. * I can model numbers to 120. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)   * **Calendar –** Add calendar piece to the calendar. Talk about what day came yesterday/will be tomorrow (date). Add a number to the number line for the day of school. Show the number of school using tallies, money, and draw a representation on a Circle Map, and draw a dot on the Tens Grid to show the number of school days. | | | | | |
| **Teacher Directed:**  The teacher will explain that we are going to be detectives; we’re going to identify missing numbers. Display a 100’s board with a number covered with a sticky note. The teacher will ask students to work with their table team to identify the missing number and write that number on the team’s white board. As the teams reveal what they think the number is, the teacher will ask how they determined what the number is and if the number is a 1-digit number or a 2-digit number. Students will count on from that number to 100. Ask students what one more/less would be. Ask students what 10 more/less would be. Do several examples. | | | | | |
| **Guided Practice:**  The teacher will do a variation of “Fish Out of Water”: The teacher will give each student 20 Goldfish crackers, a blue plastic plate, and (2) 10 grids. The students will take turns rolling a die and adding the number of fish from the die to the plate. For each roll of the die, the students will draw a dot in the 10 grid to represent how many rolls they completed. The students will take turns until all their 20 fish are “swimming in the water” (on the plate). The students will use the 10 grids to determine how many turns they took and write that number. Discuss with the teacher how many turns you had to take to get all your fish in the “water” and whether that number is a 1-digit number or a 2-digit number. | | | | | |
| **Independent Practice:**   * Give students a laminated cardstock hundreds board that has been cut into 4-6 pieces (depending on ability level) that is missing numbers. Students will put together the “puzzle” and add with a Vis-à-vis marker the missing numbers. * Students will cut apart number and number words. Students will match the number with the number word. Students receive different numbers and number words within the group; color code sets of cards based on ability level. | | | | | |
| **Closing/Summarizing Strategy:**  The students will pick a number from a baggie and represent that number using 10 grids, pasting the number and 10 grids in their math journal. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Students will have smaller puzzle pieces with more missing numbers. * Students will have higher numerals and number words to match. * Students will use a number word in a written sentence. | | | * Students will have less pieces of the cardstock 100s board “puzzle”. * Students will have less missing numbers on the 100s board. * Students will have lower numerals and number words to match. | | | * Using numbers 1-15, students will represent a number using a manipulative of choice. * Students will read the numbers out loud and match their representation with the numeral. |
| **Assessment(s):**   * Teacher observation and notes * Student journals * 10 grids from “Fish Out of Water” variation game | | | | | | |
| **Teacher Reflection:** (Next steps?)   * What went well? * What did students understand/misunderstand? * Specific notes about students’ thinking * What do I need to reteach/review tomorrow/in the future? * What are new ideas/changes for next time? | | | | | | |